

EXTENSION OF REMARKS

RECOGNIZING JOHN G. TAYLOR

HON. GEORGE RADANOVICH

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 24, 2001

Mr. RADANOVICH. Mr. Speaker, I rise today to recognize John G. Taylor for being selected as the Person of the Year 2000 for his accomplishments in the area of religious journalism. The Muslim Public Affairs Council-Fresno presented the award to Taylor on Saturday, April 28, 2001 at their annual awards dinner.

John G. Taylor is a first-generation American. He was born in Brooklyn, New York in 1950. He worked as a reporter for a weekly newspaper and as a correspondent for the New York Times while he earned a degree in journalism at New York University. After college, he worked as a desk editor at newspapers in Hartford and New London, Connecticut. John always made time to do freelance writing on the side.

In 1981, John and his family relocated to Fresno, where he found a job with the Fresno Bee. In 1989, John landed a job as a religious reporter. He covered various historic religious events, including Pope John Paul II's World Youth Day gathering in Denver and the "Stand in the Gap" million-man Christian march in Washington, D.C. He eagerly pursued stories about people and matters of faith for the Fresno Bee until January of 2001. After his tenure at the Bee, John accepted a position as a senior communications specialist/senior writer with Community Medical Centers.

John and his wife Judy have six children and seven grandchildren.

Mr. Speaker, I rise to recognize John G. Taylor for his Person of the Year Award presented by the Muslim Public Affairs Council-Fresno. I urge my colleagues to join me in wishing John G. Taylor many more years of continued success.

SIXTH DISTRICT COACH ACHIEVES
A NATIONAL HONOR

HON. HOWARD COBLE

OF NORTH CAROLINA

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 24, 2001

Mr. COBLE. Mr. Speaker, the Sixth District of North Carolina is proud to congratulate John Ralls, who has been named as the runner-up for the National High School Coach of the Year Award. Ralls, coach of the Ledford High School girls' basketball team, received this honor from the Women's Basketball Coaches Association on April 7th. In addition to this achievement, Ralls earlier was named the Southeast Region Coach of the Year and the North Carolina Coach of the Year.

Mixed in with the good news of these accomplishments was a painful back injury that required surgery. "I was kind of out of it," Ralls told the Greensboro News and Record, "so I didn't pick up on it (the award) for about a week." Ralls's first back surgery was in 1992, his first year of coaching. The more recent surgery was much more serious, however, and Ralls was concerned that he might be unable to attend the ceremony on April 7th. Fortunately, Ralls was well enough to participate as well as perform as the assistant coach for the All-American girls' game in Phoenix, Arizona, where he picked up his award.

Ralls came to be nominated for this national award by one of his opponents. His Ledford team scrimmaged Apex High School, and it was the Apex coach, Scott Campbell, who nominated Ralls for the honor that he received.

During his 15 years as coach Ralls has greatly impacted the basketball program, but more importantly, many young lives. In the last seven seasons, the Ledford Varsity girls' basketball team has won three state championships, as well as appearing in the state finals four times.

On behalf of the citizens of the Sixth District of North Carolina, we congratulate Ledford coach John Ralls for his many accomplishments both on and off the basketball court.

INTRODUCTION OF INTERNET EQUITY AND EDUCATION ACT OF 2001

HON. JOHNNY ISAKSON

OF GEORGIA

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 24, 2001

Mr. ISAKSON. Mr. Speaker, today I am introducing the Internet Equity and Education Act of 2001.

The Web-Based Education Commission, on which I served as Vice Chairman, set out to discover how the Internet was being used to enhance learning opportunities for all learners regardless of age. We heard testimony from many experts and witnessed many demonstrations of how successfully to use technology in education. Last fall, the Web-Based Education Commission issued its report, "The Power of the Internet for Learning."

Throughout the report, the Commission makes several recommendations for improving and expanding the use of the Internet so that all learners may have greater access to educational opportunities. One specific recommendation made by the Commission was to "[r]evis[e] outdated regulations that impede innovation and replace them with approaches that embrace anytime, anywhere, any pace learning." The bill I am introducing today addresses this recommendation as it applies to postsecondary education.

The Commission identified specific areas that should be addressed immediately if we truly are to embrace anytime, anywhere and any pace learning. The bill I am introducing today provides a limited expansion of internet-based educational opportunities for students. By the next reauthorization of the Higher Education Act we will know if our efforts at expansion were successful and if greater expansions are warranted.

The first provision addressed in this legislation deals with on-line education programs. As a result of past concerns regarding correspondence education, the Higher Education Act limits the number of courses an institution may offer and the number of students an institution may enroll in such courses and remain eligible to participate in the title IV student aid programs. In addition, the Higher Education Act limits the amount of aid a student enrolled in distance education courses delivered via telecommunications may receive if the institution offers half or more of its courses by correspondence or telecommunications. These provisions hinder innovation and do nothing to promote the concept of anytime, anywhere, any pace learning. However, with modest changes to the law, we can lift these rules and allow greater innovation and flexibility that will undoubtedly expand educational opportunities for all learners, without increasing risks to program integrity. Under the bill I am introducing, postsecondary institutions that are already participating in the federal student loan programs with student loan default rates under 10 percent over the three most recent years would face no limit to the number of courses they can offer over the Internet, or the number of students they can teach through telecommunications.

The second provision addressed in this legislation is the repeal of a regulation known as the 12-hour rule with respect to non-standard term programs. This rule governs the amount of "seat-time" students must spend in class per week, and hinders innovation and flexibility in the offering of academic programs as a result of the enormous and expensive administrative burdens it imposes on colleges and universities. In the case of one university offering a nontraditional, non-standard term program, this rule translates into 370,000 reports each year that must be prepared, approved by faculty and stored in a way that they are available for inspection. These reports fill 20 four-drawer file cabinets every year. Who is going to review and read these mind-numbing reports? My guess is that no one is going to actually review or read these mind-numbing reports? My guess is that no one is going to actually review or read these reports, but the government continues to require that the reports be written and retained. Under these circumstances, why would any college try to offer innovative and flexible academic programs specifically designed to expand educational opportunities? This regulation clearly

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